



#### Tips:

1. Try to use language directly from the Bridge when writing your observation notes;
2. Review your notes and other artifacts at least once a month to see what you are missing;
3. Make sure to date all of your observation notes and work samples.

#### Directions:

1. Score every item;
2. Have at least 3 piece of evidence to back up the score that you have given a child on each item;
3. Ask children to tell you about their drawings and writings and to tell you about activities, events, and stories. Write down what they say, read it back to them, and have them read it.
4. Once a child has been scored at a level “6” on an item, you may automatically score that item as a “6” again during the second scoring period, unless you have concerns about regression.

#### Items



- 1.1 The child is beginning to explore books by mouthing them, patting them, carrying them around. Children may accidentally tear or crumple pages as they explore them from a sensory-motor stage of development.
- 1.2 The child is beginning to recognize that a book has different properties from other toys. He or she may fan the pages, flip them, and look at the pages in no particular order. The child will interact with books and pages in the middle, beginning, and/or end.
- 1.3 The child holds the book appropriately, right side up. If you hand them the book incorrectly they will turn it the right way. Try this in circle time, hold the book up the wrong way. Turn the books upside down in the book shelf, see if the children notice. For children with physical impairments, try offering a choice of two books, one held correctly and one held upside down. Note if the child seems surprised or confused by the book that is upside down. Make sure books are appropriately adapted with color contrasts, large print, and tactile cues for children with visual impairments.
- 1.4 The child holds the book appropriately, has it open and is actively engaged. The child is examining the pictures closely (e.g., looking, touching, playing with interactive components like buttons or flaps), but still no order to the turning pages is required for this score.

- 1.5 The child turns each individual page one at a time, in order. If the child has motor challenges, it is appropriate to offer modified books to help, e.g., page fluffers, tabs, books in binders.
- 1.6 The child will go choose (can be through eye gaze) a book (familiar or new) that you have requested or brings a book to you and identifies the book by title or an approximation of the title. For example, a child's teacher asked him to get the *Frog Prince, Continued*. From a group of books about frogs, the child picked this specific book.
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- 2.1 The child is using some type of symbol to choose a story song or rhyme. To receive this score, you feel that some type of graphically symbolic language is being used by the child as a receptive and/or expressive cue. The key to receive this item score is the interaction with print, pictures, communication symbols or objects. The item is not scored based on vocalization.
- 2.2 The child recognizes at least one example of environmental print (e.g., logos, food labels), letters and/or words in the environment such as their own name. For example, he or she may say, "That letter's in my name," or "That letter is like Donald's name." He or she may identify "McDonald's" when seeing the "golden arches," or labels of food items in housekeeping. Parents could share examples of times they observed their child recognize print or logos. This skill is only beginning.
- 2.3 The child will be able to recognize other children's names, signs, or labels. For example, he or she appropriately can tell you "Dylan, David and Doug" when seeing these printed names.  
Parents could share examples of times they observed their child recognizing words, letters, & logos. This skill is frequently observed.
- 2.4 The child will point to words and/or asks questions about words. For example, the child covers up the words while you're reading and then they realize that you need to see the words to read. The child could ask, "What does this say?" when they point to words. The child could tell you what they "wrote" or scribbled. To receive this score, a child knows that words are there for us to read.
- 2.5 The child will know where to read on a page. He or she points out words on the page, but doesn't have to point to the first word or any specific words. The child may sweep across the words of the page with his or her finger, pointer, or eyes.
- 2.6 The child will point word by word to memorized text. The child can say that they know that it is a word because they know there is space between words. He or she can point out a word among other words, but does not have to be able to read specific words. The child just needs to know what a word is in order to receive this score.



- 3.1 The child stops moving long enough to acknowledge that someone is reading to him, even if for only a short time. He or she may turn his or her head and/or gaze towards the reader. This behavior can be fleeting.
- 3.2 The child has more focused attention to the book and the person reading. The child is participating by looking and/or listening or reaching out to touch the reader and/or book.
- 3.3 The child interacts during the act of reading. He or she labels pictures or actions, makes comments, sound effects and/or movements about the story.
- 3.4 The child is reading the book alone. Reading could mean talking about the pictures, reading from memory or using repeated lines. They could be sitting next to another child and making comments about the book to the child; however, the other child is not engaged with them. Please remember that children with special needs are able to use their adaptations, e.g., communication boards and voice output devices to read.
- 3.5 The child is reading to another. This situation includes two children reading together, or it could be a child reading to a teddy bear. They are reading to an audience. Reading includes talking about pictures, reading from memory and/or using repeated lines.
- 3.6 The child is reading from memory while pointing to the written word. He or she may actually be reading some familiar and/or new words.



Please remember that the focus for item number 4 is on ~~no~~ skills. Children with disabilities may need adapted writing instruments and/or computers with adapted key boards and picture communication symbol drawing and writing software.



- 4.1 The child will mouth tools (e.g., makers, stamps, brushes) and paper, tearing and crumpling them.
- 4.2 The child will make marks on a page with a variety of tools. The child begins to understand that the tool will make a mark and have a purpose. This item is at the “cause and effect” level. See sample artifacts.
- 4.3 The child will explore writing/drawing with greater purpose, usually for a longer period of time. The child may fill the entire page. He or she may use multiple colors or multiple tools. See sample artifacts.
- 4.4 The child begins to demonstrate writing/scribbling that looks different from drawing. The child might identify the writing to you on their picture. See sample artifacts.
- 4.5 The child’s writing begins to look more like writing, e.g. wavy scribbles, linear directionality emerge. Print-like marks dominate the page. Fewer drawings are mixed with print-like marks. See sample artifacts.
- 4.6 The child begins to write with disconnected scribbles with letter-like forms and some recognizable letters. See sample artifacts.

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Please remember that the focus for item 5 is on understanding of uses of print. If a child has severe motoric impairment and must use a computer with picture communication symbols to write, make sure that he or she has opportunities to do so while communicating meaning, e.g. making a list or a sign and score accordingly.



- 5.1 The child uses picture communication symbols, objects, pictures to communicate a choice.
- 5.2 The child uses drawings to communicate meaning. They may draw a picture of themselves, friends or something specific. Please ask them to tell you about the picture. Record their dictations. There would be no scribbles, only drawings to score this item. See sample artifacts.
- 5.3 The child uses scribbles and/or drawings to make signs, labels, or lists. Please remember that in level 3, you will still see drawings with the scribbles. Please ask the child to tell you about the artifact. Record his or her dictations. See sample artifacts.
- 5.4 The child uses mainly scribbles to write. Drawings will no longer be visible. Through child's actions, verbalizations, and/or dictations you will be able to understand the meaning of their scribbles. Please also ask them to tell you about the writing. Record their response. See sample artifacts.
- 5.5 The child will use many letter-like forms in scribble to tell a story. You will probably see more disconnected scribble. Drawings will no longer be visible. Please ask the child to tell you about the writing. Record their responses. See sample artifacts.
- 5.6 The child uses many written words (developmental and conventional spelling) to tell a story, create a message or make a list. Drawings will no longer be visible. Please ask the child to tell you about the writing. Record their responses. See sample artifacts.



- 6.1 Any time the child writes his or her name, the child makes some sort of mark/scribble to represent their name. See sample artifacts.
- 6.2 Any time the child writes his or her name, the child makes a consistent mark/scribble to represent their name. See sample artifacts.
- 6.3 Any time the child writes his or her name, the child makes letter like forms in scribble to represent their name. See sample artifacts.
- 6.4 Any time the child writes his or her name, the child writes some letters to form name (not necessarily in order). See sample artifacts
- 6.5 Any time the child writes his or her name, the child writes name in recognizable form.  
See sample artifacts.
- 6.6 Any time the child writes his or her name, the child writes his first and last name and/or other names. See sample artifacts.



- 7.1 The child explores through mouthing, touching and plays with alphabet materials, e.g., alphabet puzzles, alphabet stamps, alphabet magnetic letters, alphabet cookie cutters.
- 7.2 The child knows that letters are different from pictures and shapes. The child could point out letters anywhere they see them. They could say, "That's a letter," without identifying the actual letter. If a child has scored a "6" on item 4, or a "5" on item 5, then he or she is at least at this level on item 7.
- 7.3 The child recognizes the first letter in his or her name by saying the letter name, writing the first letter in his or her name or pointing to it. He or she does not have to label the letter name in order to receive this score. For example, he or she may point to a word that has the first letter of their name in it and say, "That looks like my name."
- 7.4 The child recognizes other letters in their names and the names of others. He or she does not have to identify the letters.. They could notice the letters in other words and point them out, saying, "There's John's name," when showing you the letter "J".
- 7.5 The child will identify letters in their names or the names of others by labeling the letter name, pointing to/gazing at a letter when named.
- 7.6. The child will identify at least 10 letters using the same methods as in 7.5.



- 8.1 The child participates in familiar sound and word play, songs, finger plays through visual cues and imitation. The child will follow along by watching others.
- 8.2 The child attends to and follows the rhythmic beat of language and song, The child will sway to music or rhyme, or may sway, bounce or clap along with the song. This can occur by the child feeling vibrations.
- 8.3 The child identifies/names sounds in the environment, for example saying "a doggie goes woof, or pointing to or looking at the door when he or she sees a door bell.
- 8.4 The child repeats rhythmic patterns in poems and songs. The child repeats the cadence from the words and songs. During group time, the child can repeat poems and songs. During free times, he or she sings songs or makes rhythms on their own. You might want to ask parents if they are hearing these things at home.

- 8.5 The child tells you words that have the same beginning sound. They do not have to label the initial sound. For example, toss a beanbag around circle time. Ask them to give a word that starts like banana. The child will say a word like “ball.”
- 8.6 The child will identify the letter name and sound. For example, if asked, “What does the word banana start with?” The child could answer, “B, like boy.” The child must name the letter.
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- 9.1 The child completes a familiar rhyme when the rhyming words are left off. You can also use pictures to give the child a choice of an object that rhymes and one that does not. They can choose the picture to finish the familiar rhyme. For example, you could say, “Hickory, dickory, dock, a mouse ran up the \_\_\_\_\_” and show the child a picture of a shoe and a clock.” Score this item as 9.1 if a child can say and/or point to a picture to complete a familiar rhyme.
- 9.2 The child identifies and/or creates a rhyme. It could be a nonsense rhyme. For example you may hear a child say, “Humpty Dumpty sat on a potty, Humpty Dumpty had a great slotty.” When the child identifies a rhyme, he or she could tell you that “bat” and “hat” rhyme.
- 9.3 The child plays with sounds of alliteration with an awareness of initial sounds. The child can consistently substitute initial sounds or make alliterate word pairs. For example you may hear a child playing with words saying, “Pee, pee, poo, poo, pa, pa” or may creative word pairs like “Monkey Monday,” or “Tiger Tuesday”.
- 9.4 The child can bounce, jump out words in a sentence. He or she can tell you how many words are in a sentence if they know how to count, but they don’t have to tell you how many. The child can demonstrate in any way that they are hearing different words in sentences. It is suggested that you use different movements such as jumping, bouncing a ball, or tapping one’s head when counting our words in a sentence and use clapping to count out syllables in a word.
- 9.5 The child can clap out the word into syllables and/or blend a word that has been divided into syllables back into one word. The child can “tell” you how many syllables are in a word by clapping them out (2 claps for “hap-py”). He or she may also listen for his or her name clapped out by number of syllables. For example you could say, if your name sounds like “clap, clap” you may go to snack. If the child who’s name has two syllables, like “Patty” responds appropriately, then you may give him this score.
- 9.6 The child at this advanced level can tell you what is different between the two words, “bug” and rug” by saying that the first letters or the first sounds are different. He or she may be able to tell you what word you will create if you “take way the “b” in bug and put an “r”.





- 10.1 The child will make any type of vocalization while being read to or while looking at environmental print, and/or using writing/drawing tools.
- 10.2 The child looks at, points to pictures in a story book or to props related to a story being read to him or her.
- 10.3 The child labels through speech, sign language or augmentative communication device(s) actions, characters, or illustrations in a story book.
- 10.4 The child makes comments on something in a story or relates something that is happening in a story to his or her own experiences before, during, or after the story is shared. He or she may communicate via speech, sign language, and/or augmentative communication device(s).
- 10.5 The child asks questions about a story, before, during or after it is shared. He or she may communicate via speech, sign language, and/or augmentative communication device(s).
- 10.6 The child retells a story with a beginning, middle, and ending. The story can be related to a story he has heard or about an experience he or she has had. Retelling the activity in sequence may be counted for this item score.

Example of a child's story in response to "Tell us about your weekend":

"I went to my dad's. You know what? He bought a snake. He bought a black snake. I want to tell you his name. Snakey. He put rocks in the cage-what he can sleep in. He bought it for me because it's almost my birthday. It's almost Christmas you know."

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- 11.1 The child imitates actions, sound effects, words and/or repeated lines from a familiar story.
- 11.2 The child spontaneously uses actions, sound effects, words, from familiar stories. For example, you may see a child in the dramatic/pretend play area acting out something from a story you have just read.
- 11.3 The child may finish his or her stories with "the end" or you may hear them use and/or repeated lines from familiar stories. For example, after having heard *The Very Hungry Caterpillar* several times you may hear a child say, "And he was still hungry" while at the snack table.

11.4 The child can answer any type of question about a story with which he or she is familiar.

11.5 The child is familiar enough with story characteristics that he or she is able to predict what might happen in an unfamiliar story. You will need to show the child the cover and go on a picture walk with him or her and ask what he or she thinks is going to happen. Score this item at this level if the child makes any logical predictions.

11.6 The child is scored at this level if he or she can change the details when telling a familiar story and/or if he or she can tell an original story. A story must have a beginning, middle, and ending in order to be scored at this level.

Example of a 4 year old child's "original" story. She wrote a book by drawing a sequence of pictures then dictating this story to her teacher.

There was a hole in the tree and Henry was in it and said, "Boo!" out to two of his friends. The friends were so frightened they cried. Henry felt bad. He went back home. He ran as fast as he can home. Henry said, "I will never do that again." So he never did that again. And one of his friends said, "I wish he didn't do that." Henry knew that being nice to his friends is better than scaring them, so he went out the door and said to his friends, "I'll never scare you out of the tree again. The end.



List the most test current scores (e.g., PPVT, Bailey, Brigance) that you have on the child.



List 10 symbols, signs, words, phrases or sentences that you have taken from dictation.